DOCUMENT RESUME

ED 209 331 TM 810 873

TITLE District-Wide Comprehensive Needs Assessment Study: Administrator Levels Report, Part I, 1980-81.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Jun 81
NOTE 72p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Educational Assessment; Educational Needs; *Needs Assessment; Policy Formation; *School Districts; *School Surveys
IDENTIFIERS *Saginaw City School System MI

ABSTRACT

The goal of this study was provision of information for decision-makers to aid their decisions within their realm of responsibility. The six functions perceived by administrators as highest need areas were identified. These included auxiliary services and support staff, teacher values and expectations, adult and continuing educational programs, staff development, personal development of the student, and elementary educational programs. Total priorities were determined on results of a district-wide survey. The cause of an area being considered high priority requires study of respondent group results by questions across a function. Two trends were identifiable. The greatest concern for school administrator respondent groups dealt with improvement of other instructional level groups. Various administrative groups found little problem with their own instructional level. The second trend was that communications about the schools needed to be improved. This was necessary in view of the district's difficult financial position which required discussion of problems facing the schools. A graphic summary of all prioritized need functions and the questions within a function area are presented. (Author/DWH)

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DISTRICT-WIDE COMPREHENSIVE NEEDS ASSESSMENT STUDY

ADMINISTRATOR LEVELS REPORT PART I

1980-81

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

Department of Evaluation, Testing and Research

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June, 1981

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INTRODUCTION

What are the strengths and weaknesses of the Saginaw Schools according to administrators, teachers, high school students, and parents? In what areas are schools performing as well as desired and where do inadequacies exist? What are their perceptions about current educational issues? The answers to these questions are important to education, therefore, an effort was made during April and May, 1981, to gather information about them through a needs assessment survey.

The results of this survey will be reported in two different types of reports. The first type of report deals specifically with determining an actual level of need based on the difference between what respondents feel "is," and "what should be." The report that follows is an example of the first type of report (Part 1). The second type of report (Part 2) deals with the attitude of responding groups towards current educational issues. The plan is to produce a "Part 1" and "Part 2" report for each of the different levels of reports described below.

I. District-Wide Comprehensive Needs Assessment Study: presenting the system priority needs and responses by total groups of elementary, secondary, special education, and adult and continuing education teachers; administrators; parents; and students. Intended audiences include: Board of Education, superintendent, administrators, teachers, and community.

II. Instructional Level Reports: presenting summary information for elementary, junior high, senior high, special education, adult and continuing education, and administrator levels (this report). Intended audiences include: Board of Education, superintendent, assistant superintendents, and central office administrative staff.

III. Cluster Level Reports: presenting summary information for each elementary, junior high, and senior high school cluster. Intended audiences include: assistant superintendents, principals, teachers, parents, and students.

The intent of providing the results in this type of format is to provide for decision-makers the kinds of information that will be useful in reaching decisions within their realm of responsibility.

Data Collection Procedures

The data for high school students and parents were gathered from samples drawn from the various populations while all teachers and administrators were polled. Parents were surveyed by means of a mailed questionnaire, while questionnaires to the remaining respondents were hand delivered. The "Part 1" portion of this questionnaire contains up to 194 statements about educational services and programs. The respondent was asked to indicate the following for each statement:

1) In your opinion, to what extent should the stated condition exist? and,

2) From your knowledge, to what extent does the stated condition exist?

From the pool of 194 items, the respondents were asked only those questions which were relevant to their level of information and experience base.

The chart below summarizes the number of administrative respondents by instructional level and/or base location.

Elementary Administrators	24
Junior High Administrators	12
Senior High Administrators	15
Central Office Administrators	29
Adult & Continuing/Special Education Administrators	7
TOTAL	87

Focus of the Survey Questions

The contents of the "Part 1" portion of Saginaw's School-Community instrument is related to 17 major functions in education. Each respondent population completed an instrument made up of relevant questions drawn from a pool of 194 items. Administrators were asked to respond to all 194, elementary teachers to 119, secondary teachers to 132, special education teachers to 110, adult and continuing education teachers to 133, parents to 130, and students to 72 questions. This report reviews the responses of only administrators to all 194 questions.

The rationale for asking different numbers of questions of each group was twofold. First, an attempt was made to consider the length of the instrument in terms of a particular group's willingness to respond. Second, the respondent's group knowledge and intimacy with a certain aspect was considered to some extent. Admittedly the instruments were too lengthy even after final edits were made but the desire to obtain as much information as possible was a powerful factor in the design of the survey. A brief description of each function area and the number of questions by function for the administrative respondent group appears in Table 1 below.

TABLE 1. FUNCTION AREA DESCRIPTIONS AND NUMBER OF ASSOCIATED QUESTIONS FOR ADMINISTRATORS.

FUNCTION AND DEFINITION	Number of Questions Per Function for Administrators
1A. Educational Programs--Elementary: Learning activities for elementary pupils and their management that are the core of the curriculum.	19
1B. Educational Programs--Secondary: Learning activities for secondary students and their management that are the core of the curriculum.	24
1C. Educational Programs--Special Education: Learning activities for special educational students and their management that are the core of the curriculum.	19
1D. Educational Programs--Adult & Continuing Education: Learning activities for adults and their management that are the core of the curriculum.	23
2. Leadership by Principals: Administrative action by principal at the building level to support the teaching/learning process.	10
3. Managing Facilities and Resources: Provision and use of school physical plant and other capital resources.	8
4. Labor Relations: The extent to which labor relations is handled in a fair and equitable manner.	4
5. Auxiliary Services & Support Staff: Assistance with curriculum, career and personal planning and decision making.	3
6. Communications/Public Relations: The availability and exchange of school system information both internally and externally.	14
7. Evaluation, Testing & Research: The extent to which evaluation, testing, and research functions are completed.	7
8. State & Federally Funded Programs: Seeks and uses outside funds.	2
9. Personal Development of the Student: Services and activities that are generally non-academic in nature and designed to develop student attitudes.	5
10. Teacher Values & Expectations: Teacher values, expectations, and abilities that guide instructional practice.	6
11. Discipline: The extent to which the schools carry out discipline related policies and procedures: printed policy statement.	9
12. Staff Development: Activities for staff and board members designed to improve knowledge and skills in school-related responsibilities.	14
13. Personnel: Activities involved in hiring and keeping competent school employees.	8
14. General Administration: Administrative action to plan and manage financial, physical, and human assets.	19
TOTAL	194

Data Analysis Procedures

The intent of a study such as this is to identify areas of weakness within the educational operation. A primary task of this study was to determine the extent to which the operation of the Saginaw Schools was different than desired. In addition, the study was designed to identify those areas where consensus supported the existence of a need.

The degree to which a difference exists between what "should be," and "what is" constitutes a need. To help establish priorities among needs, the need rating was multiplied by its respective "should" rating. This resulted in a Prioritized Need Index (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the schools. The PNI could be thought of then as an automatic prioritized need indicator.

EXAMPLE:

	Should Exist (Desired)	Actually Exists
The teachers in our schools take an individual interest in their students.	5	3

Should - Actual = Need Index

5 - 3 = 2

Need Index x "Should" = Priority Need Index

2 x 5 = 10

PRESENTATION OF DATA

One of the major purposes of a needs assessment study is to identify areas where the consensus supports the existence of a problem or weakness. This report highlights those areas where there was agreement among administrators that a problem existed.

The overall findings of the administrative respondent groups will be presented in the sections which follow. The combined responses of elementary, junior high, senior high, special education, adult and continuing, and central office administrators will be presented first by high need function areas (the highest six) then by questions evidencing priority need indexes at or above 8.0. This is followed by a summary of the major findings from each of the groups separately (except for special education and adult and continuing education administrators due to the small number of administrators in each category).

MAJOR FINDINGS

A. District-Wide Administrator Total Responses. Combined building and central office administrators ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Services & Support Staff	7.16
2	Teacher Values & Expectations	6.58
3	Educational Programs--Adult & Continuing Education	6.42
4	Staff Development	6.28
5	Personal Development of the Student	6.21
6	Educational Programs--Elementary	6.02

A review of the administrators' ranking of functions on the 1976-77 needs assessment indicated that auxiliary services and support staff (formerly termed guidance and counseling, ranked 2) and the personal development of the student (ranked 4) as two of the six top areas needing the most attention. These areas also were indicated in the present needs assessment by administrators.

A listing of the desired, actual, need index, and priority need values by function for administrator district-wide totals appear in Appendix A. A complete listing of all priority need values by function for all administrator respondent groups and the administrator system total are also in Appendix A.

An analysis of the administrators' responses yielded the conclusions that there were 12 survey questions with a priority need index equal to or in excess of 8.00. These 12 high need statements and their related functions are displayed below.

COMBINED ADMINISTRATOR LEVEL GROUPS

Priority Need Index	Survey Question	Function Area
10.3	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
9.9	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
9.1	The public is aware of the problems the schools face.	Communications/Public Relations
9.1	Standards for elementary promotion are understood by everyone.	Educational Programs—Elementary
8.7	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs—Adult & Continuing Educ.
8.5	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
8.5	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
8.4	Effective guidance and counseling are readily available to each student.	Auxiliary Services & Support Staff
8.2	Individual capabilities of teachers help determine job assignments.	Personnel
8.2	Our adult and continuing education schools do a good job of teaching science.	Educational Programs—Adult & Continuing Educ.
8.2	Our secondary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs—Secondary
8.1	Secondary teachers give extra help to students having difficulty with their lessons.	Educational Programs—Secondary

These questions fell into seven of the 17 function areas included in the administrator survey instrument. Five functions (educational programs--adult and continuing education, staff development, educational programs--secondary, personnel, and communications/public relations) were represented by two high need questions each.

Nineteen percent of the questions had a priority need index of 7.00 or higher, while 38.7% of the questions had a priority need index of 6.00 or higher.

To summarize the district's needs according to responses by all administrators district-wide, the following chart is offered.

SUMMARY OF RESPONSES BY COMBINED ADMINISTRATORS

Function	Functions of Highest Need	Questions of Highest Need
Auxiliary Services & Support Staff	X	X
Teacher Values & Expectations	X	
Educational Programs—Adult & Continuing Education	X	X
Staff Development	X	X
Personal Development of the Student	X	
Educational Programs—Elementary	X	X
Educational Programs—Secondary		X
Personnel		X
Communications/Public Relations		X
Managing Facilities & Resources		
Evaluation, Testing & Research		
General Administration		
Leadership by Principals		
Educational Programs—Special Educ.		
Discipline		
State & Federally Funded Programs		
Labor Relations		

B. Elementary Administrator Total Responses. Elementary building administrators ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Services & Support Staff	7.39
2	Educational Programs--Secondary	5.81
3	Educational Programs--Elementary	5.04
4	Staff Development	4.98
5	Personnel	4.81
6	Teacher Values & Expectations	4.51

Elementary administrators, like the combined administrator response group, selected four of these functions areas (auxiliary services and support staff, educational programs--elementary, staff development, and teacher values and expectations) as high priority needs. The elementary administrators failed to include personal development of the student (ranked 9) and educational programs--adult and continuing education (ranked 10) in their top six high need functions as did the total administrator response group (ranked 5 and 3 respectively). This was the first time that educational programs--secondary and personnel were mentioned by any administrative group as a function area of great concern. The total set of elementary administrators' desired, actual, need index, and priority need index values for each function appears in Appendix B.

A review of administrators' ranking of functions on the 1976-77 needs assessment indicated that auxiliary services and support staff (formerly termed guidance and counseling, ranked 1); the personal development of the student (ranked 4); and staff development (ranked 5) as three of the six top areas needing the most attention. These areas also were indicated in the present needs assessment by elementary administrators.

An analysis of the elementary administrators' responses yielded the conclusions that there were 7 survey questions with a priority need index equal to or in excess of 8.00. These 7 high need statements and their related functions are displayed below.

ELEMENTARY ADMINISTRATORS

Priority Need Index	Survey Question	Function Area
11.1	Effective guidance and counseling are readily available to each student.	Auxiliary Services & Support Staff
10.8	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
10.5	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
10.3	Secondary teachers give extra help to students having difficulty with their lessons.	Educational Programs—Secondary
8.8	Standards for elementary promotion are understood by everyone.	Educational Programs—Elementary
8.6	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs—Adult & Continuing Educ.
8.2	Guidance and counseling are available to teachers to help improve their job performance.	Personnel

These questions fell into 7 of the 17 function areas included in the administrator survey instrument. Each high need question represented a single function area.

A total of 10.3 percent of the questions had a priority need index of 7.00 or higher. This compares with 17.5% for the total elementary survey population. Elementary administrators rated 19.6% of the questions with a priority need index of 6.00 or higher, while the total population rated 17.1% of the questions within this need range.

To summarize the district's needs according to responses by administrators, the following chart is offered.

SUMMARY OF RESPONSES BY ELEMENTARY ADMINISTRATORS

Function	Functions of Highest Need	Questions of Highest Need
Auxiliary Services & Support Staff	X	X
Educational Programs—Secondary	X	X
Educational Programs—Elementary	X	X
Staff Development	X	X
Personnel	X	X
Teacher Values & Expectations	X	
Communications/Public Relations		X
Managing Facilities & Resources		
Personal Development of the Student		
Educational Programs—Adult & Continuing Education		X
General Administration		
Educational Programs—Special Educ.		
Evaluation, Testing & Research		
Leadership by Principals		
Discipline		
State & Federally Funded Programs		
Labor Relations		

C. Junior High Administrator Total Responses. Junior high building administrators ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Staff Development	8.55
2	Teacher Values & Expectations	8.23
3	Auxiliary Services & Support Staff	7.06
4	Educational Programs--Adult & Continuing Education	7.03
5	Communications/Public Relations	6.85
6	Personal Development of the Student	6.57

Five of these function areas (staff development, teacher values and expectations, auxiliary services and support staff, educational programs--adult and continuing education, and personal development of the student) were also identified as high priorities by the district-wide response group. The administrators failed to include educational programs--elementary (ranked 8) in their top six high need functions. This was the first instance that communications/public relations was mentioned by any administrative group as a function area of great concern. The responses by junior high level administrators revealed also a more intense statement of need, in that for their top six functions the priority need index ranged from 8.55 to 6.57, while the range for the total system was 7.90 to 6.22. In fact, they displayed the most intense statement of need of any administrative group to be presented.

The total set of junior high administrators' desired, actual, need index, and priority need index values for each function appears in Appendix C.

A review of the junior high administrators' ranking of functions on the 1976-77 needs assessment indicated that the personal development of the student (ranked 3) as one of the six top areas needing the most attention.

This area was also indicated in the present needs assessment by junior high administrators.

An analysis of the administrators' responses yielded the conclusions that there were 43 survey questions with a priority need index equal to or in excess of 8.00. These 43 high need statements and their related functions are displayed below.

JUNIOR HIGH ADMINISTRATORS

Priority Need Index	Survey Question	Function Area
13.1	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
12.5	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
12.5	Our school district rebuilds old buildings when physical conditions of the building dictate.	General Administration
11.4	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
11.0	Standards for elementary promotion are understood by everyone.	Educational Programs—Elementary
10.8	Homework for secondary students is regularly assigned and checked.	Educational Programs—Secondary
10.6	The adult and continuing education staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	Educational Programs—Adult & Continuing Educ.
10.5	Our schools have an effective inservice training program concerning motivating students for more effective performance.	Staff Development
10.4	Promotion in secondary schools is based on achievement rather than time spent in the classroom.	Educational Programs—Secondary
10.2	Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	Staff Development
10.1	Our school district closes buildings when enrollments and financial situations dictate.	General Administration
10.1	Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	Staff Development

Priority Need Index	Survey Question	Function Area
10.0	The public is aware of the problems the schools face.	Communications/Public Relations
9.9	The inservice training improves the academic background of teachers.	Staff Development
9.5	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs—Adult & Continuing Educ.
9.5	Our school buildings are well maintained.	Managing Facilities & Resources
9.5	Our schools have an effective inservice training program for improving teaching skills.	Staff Development
9.4	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
9.2	Teachers speak and write well.	Teacher Values & Expectations
9.0	Hiring practices are aimed at obtaining well prepared teachers.	Personnel
9.0	Our school system provides adequate nighttime security for our school facilities.	Managing Facilities & Resources
9.0	Our adult and continuing education schools do a good job of teaching home economics.	Educational Programs—Adult & Continuing Educ.
9.0	Reprimands are delivered quietly, without disrupting class.	Discipline
9.0	Our teachers understand and respond to the student's point of view.	Teacher Values & Expectations
8.9	Parents receive enough information about the operation of the schools from the school and from the school board.	Communications/Public Relations
8.9	Staff members keep informed on new knowledge in their areas of specialization (e.g., reading in their area of specialization, taking courses, etc.).	Staff Development

Priority Need Index	Survey Question	Function Area
8.9	Evaluation of student performance emphasizes individual development as well as comparing one student with other students.	Evaluation, Testing & Research
8.9	Our teachers have a firm belief that all children can learn.	Teacher Values & Expectations
8.7	Our adult and continuing education schools do a good job of teaching foreign languages.	Educational Programs—Adult & Continuing Educ.
8.7	Effective guidance and counseling are readily available to each student.	Auxiliary Services & Support Staff
8.7	Effective school psychologists are readily available to meet the needs of special students.	Educational Programs—Special Education
8.6	Opportunities are provided for teachers to gain a better understanding of individual needs through inservice seminars, study-groups, and other workshop-type activities.	Staff Development
8.6	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs—Secondary
8.4	The purposes of testing are clearly explained.	Evaluation, Testing & Research
8.4	Our adult and continuing education schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs—Adult & Continuing Educ.
8.3	All adult and continuing education courses give students opportunities to write.	Educational Programs—Adult & Continuing Educ.
8.3	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
8.1	Our community is encouraged to evaluate the effectiveness of its schools.	Evaluation, Testing & Research
8.0	Teachers are assigned to teaching positions for which they have adequate professional preparation.	Personnel

Priority Need Index	Survey Question	Function Area
8.0	Equal educational opportunity is given to every student.	General Administration
8.0	Our adult and continuing education schools do a good job of teaching moral education.	Educational Programs—Adult & Continuing Educ.
8.0	Our adult and continuing education schools do a good job of teaching art.	Educational Programs—Adult & Continuing Educ.
8.0	Courses in drug education in adult and continuing education are offered at the appropriate level.	Educational Programs—Adult & Continuing Educ.

These questions fell into 13 of the 17 function areas included in the administrator survey instrument. Two functions (educational programs--adult and continuing education and staff development) were represented by nine high need questions each.

A total of 34.6 percent of the questions had a priority need index of 7.00 or higher. This compares with 19.0% for the total administrator survey population. Junior high administrators rated 52.6% of the questions with a priority need index of 6.00 or higher, while the total administrator group rated 38.7% of the questions within this need range.

To summarize the district's needs according to responses by administrators, the following chart is offered.

SUMMARY OF RESPONSES BY JUNIOR HIGH ADMINISTRATORS

Function	Functions of Highest Need	Questions of Highest Need
Staff Development	X	X
Teacher Values & Expectations	X	X
Auxiliary Services & Support Staff	X	X
Educational Programs--Adult & Continuing Education	X	X
Communications/Public Relations	X	X
Personal Development of the Student	X	
Personnel		X
Educational Programs--Elementary		X
Evaluation, Testing & Research		X
Managing Facilities & Resources		X
Educational Programs--Secondary		X
General Administration		X
State & Federally Funded Programs		
Educational Programs--Special Educ.		X
Discipline		X
Leadership by Principals		
Labor Relations		

D. Senior High Administrator Total Responses. Senior high building administrators ranked the six most pressing areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Educational Programs--Adult & Continuing Education	7.68
2	Auxiliary Services & Support Staff	7.49
3	Educational Programs--Elementary	7.29
4	Personal Development of the Student	6.94
5	Staff Development	6.79
6	Teacher Values & Expectations	6.52

All the above function areas were also identified by the combined administrator response group. The senior high administrators' desired, actual, need index, and priority need index figures for each function appears in Appendix D.

A review of the administrators' ranking of function on the 1976-77 needs assessment indicated that personal development of the student (ranked 2); auxiliary services and support staff (formerly termed guidance and counseling, ranked 3); and staff development (ranked 6) as three of the six top areas needing the most attention. These areas were also identified in the present needs assessment by senior high administrators.

From a perusal of senior high administrator responses, it was determined that 32 survey statements obtained a priority need index equal or exceeding 8.00. These survey questions and their related functions are presented below.

SENIOR HIGH ADMINISTRATORS

Priority Need Index	Survey Question	Function Area
12.8	Our adult and continuing education schools do a good job of teaching home economics.	Educational Programs-- Adult & Continuing Educ.
11.1	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
10.5	Our elementary schools do a good job of teaching moral education.	Educational Programs-- Elementary
9.9	Our adult and continuing education schools do a good job of teaching art.	Educational Programs-- Adult & Continuing Educ.
9.8	The student progress reporting procedure used in our school system gives parents a clear understanding of their child's progress.	Educational Programs-- Elementary
9.6	Stnadards for elementary promotion are understood by everyone.	Educational Programs-- Elementary
9.4	Our adult and continuing education schools do a good job of teaching English.	Educational Programs-- Adult & Continuing Educ.
9.3	Our adult and continuing education schools do a good job of teaching science.	Educational Programs-- Adult & Continuing Educ.
9.3	The public is aware of the problems the schools face.	Communications/Public Relations
9.3	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
9.3	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
9.3	Promotion at the elementary level is based on achievement rather than time spent in the classroom.	Educational Programs-- Elementary
9.0	Promotion at the adult and continuing education level is based on scholastic achievement rather than time spent in classes.	Educational Programs-- Adult & Continuing Educ.

Priority Need Index	Survey Question	Function Area
9.0	Each adult and continuing education student helps to develop his own personal educational objectives.	Educational Programs-- Adult & Continuing Educ.
9.0	Our adult and continuing education schools do a good job of teaching foreign languages.	Educational Programs-- Adult & Continuing Educ.
8.9	Our schools have an effective in-service training program concerning techniques for dealing with stress.	Staff Development
8.8	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs-- Secondary
8.8	Our elementary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs-- Elementary
8.7	Elementary courses of instruction are revised frequently enough to keep them current.	Educational Programs-- Elementary
8.7	Our schools provide experiences for developing responsible citizenship.	Personal Development of the Student
8.7	All adult and continuing education courses give students opportunities to write.	Educational Programs-- Adult & Continuing Educ.
8.6	The adult and continuing education schools in our district provide adequate instruction so students can achieve their own personal goals and objectives.	Educational Programs-- Adult & Continuing Educ.
8.6	The adult and continuing education staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	Educational Programs-- Adult & Continuing Educ.
8.3	Promotion in secondary schools is based on achievement rather than time spent in the classroom.	Educational Programs-- Secondary
8.3	Our school's guidance department helps students acquire an understanding of vocational trends.	Auxiliary Services & Support Staff

Priority Need Index	Survey Question	Function Area
8.3	Staff members keep informed on new knowledge in their areas of specialization (e.g., reading in their area of specialization, taking courses, etc.).	Staff Development
8.2	Teachers motivate students by using rewards rather than the fear of punishment.	Discipline
8.1	Our teachers and principals in each building make good use of available test data to improve instruction, evaluate curriculum, plan lessons, evaluate programs, etc.	Evaluation, Testing & Research
8.1	Courses in drug education in adult and continuing education are offered at the appropriate level.	Educational Programs-- Adult & Continuing Educ.
8.0	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs-- Adult & Continuing Educ.
8.0	Courses in drug education in the elementary schools are offered at the appropriate level.	Educational Programs-- Elementary
8.0	Teachers speak and write well.	Teacher Values & Expectations

These questions fell into 11 of the 17 function areas included in the administrator survey instrument. Educational programs--adult and continuing education, educational programs--elementary, and staff development were represented by 12, 7, and 3 high need questions respectively.

A total of 30.4% of the questions had a priority need index of 7.00 or higher, while 48.4% of the survey questions had a priority need index of 6.00 or higher.

The data from this respondent group is summarized by means of the chart below. The major areas of concern according to responses by senior high administrators:

SUMMARY OF RESPONSES BY SENIOR HIGH ADMINISTRATORS

Function	Functions of Highest Need	Questions of Highest Need
Educational Programs--Adult & Continuing Education	X	X
Auxiliary Services & Support Staff	X	
Educational Programs--Elementary	X	X
Personal Development of the Student	X	X
Staff Development	X	X
Teacher Values & Expectations	X	X
Personnel		X
Educational Programs--Secondary		X
Communications/Public Relations		X
Evaluation, Testing & Research		X
Managing Facilities & Resources		
Educational Programs--Special Educ.		
Discipline		X
General Administration		
State & Federally Funded Programs		
Leadership by Principals		
Labor Relations		

E. Central Office Administrator Total Responses. Central office administrators ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Teacher Values & Expectations	7.90
2	Personal Development of the Student	7.46
3	Auxiliary Services & Support Staff	6.38
4	Educational Programs--Elementary	6.33
5	Educational Programs--Adult & Continuing Education	6.29
6	Personnel	6.22

All the above function areas with the exception of personnel were also identified by the combined administrator response group. The central office administrators' desired, actual, need index, and priority need figures for each function appears in Appendix E.

Since central office administrators were not reported out as a separate respondent group in the 1976-77 needs assessment, no comparison of past results can be offered.

From a review of central office administrators' responses, it was determined that 25 survey statements obtained a priority need index equal or exceeding 8.00. These survey questions and their related functions are displayed below.

CENTRAL OFFICE ADMINISTRATORS

Priority Need Index	Survey Question	Function Area
9.6	Teachers speak and write well.	Teacher Values & Expectations
9.6	Our elementary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs--Elementary
9.5	Our secondary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs--Secondary
9.2	Secondary teachers give extra help to students having difficulty with their lessons.	Educational Programs--Secondary
9.1	Individual capabilities of teachers help determine job assignments.	Personnel
9.0	Our teachers have a firm belief that all children can learn.	Teacher Values & Expectaitons
8.8	Our adult and continuing education schools do a good job of teaching mathematics.	Educational Programs--Adult & Continuing Educ.
8.7	Students are encouraged to be independent thinkers.	Personal Development of the Student
8.7	Homework for secondary students is regularly assigned and checked.	Educational Programs--Secondary
8.6	Our adult and continuing education schools do a good job of teaching moral education.	Educational Programs--Adult & Continuing Educ.
8.6	Our adult and continuing education schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs--Adult & Continuing Educ.
8.6	Nearly all secondary courses require students to write.	Educational Programs--Secondary
8.6	Our teachers and principals in each building make good use of available test data to improve instruction, evaluate curriculum, plan lessons, evaluate programs, etc.	Evaluation, Testing & Research

Priority Need Index	Survey Question	Function Area
8.5	Our schools have an effective in-service training program concerning techniques for dealing with stress.	Staff Development
8.5	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
8.4	Teachers are available to students for special help on academic or personal problems.	Teacher Values & Expectations
8.4	Our secondary schools do a good job of teaching foreign languages.	Educational Programs--Secondary
8.2	The principal's use of time reflects appropriate emphasis on instructional leadership and supervision.	Leadership by Principals
8.2	Given the resources available, the public is satisfied with academic achievement in the elementary schools.	Educational Programs--Elementary
8.1	The principal is well versed in teaching and learning theory.	Leadership by Principals
8.1	Our secondary shcools do a good job of teaching mathematics.	Educational Programs--Secondary
8.1	The public is aware of the problems the schools face.	Communications/Public Relations
8.1	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs--Secondary
8.0	Our school district closes buildings when enrollments and financial situations dictate.	General Administraiton
8.0	Our schools teach students to be self-reliant.	Personal Development of the Student

These questions fell into 11 of the 17 function areas included in the administrator survey instrument. Educational programs--secondary, educational programs--adult and continuing education, and teacher values and expectations were represented by 7, 3, and 3 high need questions respectively.

A total of 28.4% of the questions had a priority need index of 7.00 or higher, while 43.9% of the survey questions had a prioirty need index of 6.00 or higher.

Once again, all the data from the respondent population will be summarized by means of the chart below. The major areas of concern according to responses by central office administrators:

SUMMARY OF RESPONSES BY CENTRAL OFFICE ADMINISTRATORS

Function	Functions of Highest Need	Questions of Highest Need
Teacher Values & Expectations	X	X
Personal Development of the Student	X	X
Auxiliary Services & Support Staff	X	
Educational Programs--Elementary	X	X
Educational Programs--Adult & Continuing Education	X	X
Personnel	X	X
Leadership by Principals		X
Educational Programs--Secondary		X
Communications/Public Relations		X
Staff Development		X
Managing Facilities & Resources		
Discipline		
General Administration		X
Evaluation, Testing & Research		X
Educational Programs--Special Educ.		
Labor Relations		
State & Federally Funded Programs		

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the school district. According to the perceptions of administrators the following six functions emerged as the highest need areas.

1. Auxiliary Services & Support Staff
2. Teacher Values & Expectations
3. Educational Programs--Adult & Continuing Education
4. Staff Development
5. Personal Development of the Student
6. Educational Programs--Elementary

The above system total priorities were determined on the basis of combining the results of four primary respondent groups together. In addition, this process included dealing with as many as 194 questions spread across 17 function areas. The mathematical system used to quantify priorities, though not perfect, did provide a meaningful way to summarize the data in a systematic fashion. Summarization seldom, if ever, captures the total complexity of the subject under study, such is the case with the present needs assessment summary. This means that the process of averaging results was complex and the individual who wants to understand what causes an area to be considered a high priority should study the respondent group results by questions across a function.

At least two trends were fairly noticeable. The first was that the bulk of the questions of greatest concern for the elementary, junior and senior high respondent administrator groups dealt with ways that some other instructional level respondent group could improve rather than their particular responding group.

In other words, it seemed like the various administrative groups found little wrong with their own particular instructional level.

The second trend observed from a review of high need questions, was that communications about the schools need to be improved. This need may, in part, stem from the district's difficult financial position which requires the discussion of problems the schools face--how the budget is used to overcome them, what educational services are offered, and an awareness of policies and procedures that are in place so the whole educational enterprise is understood and appreciated for its complexity and the problems it faces.

A graphic summary of all prioritized need functions along with information about the relative need value of the functions themselves and the questions within a function area is presented below.

ADMINISTRATOR LEVEL

SUMMARY OF HIGH PRIORITY NEEDS BY TOTAL SYSTEM AND RESPONDENT GROUPS

F = functions identified as one of top six function areas.

q = functions for which high need questions with a PNI of 8.00 or greater were identified.

FUNCTION	Admin. System Total	Elem. Admin. Total	Jr. High Admin. Total	Sr. High Admin. Total	Central Office Admin. Total
Auxiliary Services & Support Staff	Fq	Fq	Fq	Fq	F
Teacher Values & Expectations	F	F	Fq	Fq	Fq
Educ. Prog.--Adult & Cont. Educ.	Fq	q	Fq	Fq	Fq
Staff Development	Fq	Fq	Fq	Fq	q
Personal Development of the Student	F		F	Fq	Fq
Educational Programs--Elementary	Fq	F	q	Fq	Fq
Educational Programs--Secondary		Fq	q	q	q
Personnel	q	Fq	q	q	Fq
Communications/Public Relations	q	q	Fq	q	q
Managing Facilities & Resources			q		
Evaluation, Testing & Research			q	q	q
General Administration			q		q
Leadership by Principals					q
Educational Programs--Special Educ.			q		
Discipline			q	q	
State & Federally Funded Programs					
Labor Relations					

Now that priority needs have been identified, the task is to use these needs to develop an action program. This cannot be done, however, without more detailed information about which specific aspects of each problem to attend to and how the various groups felt about each aspect. An aid has been constructed to assist the reader (user) with this task. Appendix F contains this kind of information and should be of great value in translating priorities into action plans.

A caution is in order, however, the reader should carefully review the data presented and observe the times when one segment of the total responding population may not support the need rating resulting from the other segments. The material is organized according to function, with the function having the greatest priority need index being presented first.

Another useful purpose the reports can serve is for specialized applications such as when the clientele of interest is a single group. The detailed information provided offers insight into what needs and concerns a particular administrator might have. Thus the report has many professional uses. For example, the director of staff development can review the responses of junior high administrators and get some feel for the training needs of that group.

APPENDICES

APPENDIX A

SAGINAW ADMINISTRATOR RESPONSES TO THE SCHOOL-COMMUNITY SURVEY ACCORDING TO FUNCTION AND PRIORITY NEED INDEX--SPRING, 1981.

Function	System Admin. Total	Elementary Admin.	Junior High Admin.	Senior High Admin.	Central Office Admin.
Auxiliary Services and Support Staff	7.16	7.39	7.06	7.49	6.38
Teacher Values and Expectations	6.58	4.51	8.23	6.52	7.90
Educational Prog.--Adult & Continuing Ed.	6.42	3.74	7.03	7.68	6.29
Staff Development	6.28	4.98	8.55	6.79	5.56
Personal Development of the Student	6.21	3.94	6.57	6.94	7.46
Educational Programs--Elementary	6.02	5.04	6.27	7.29	6.33
Educational Programs--Secondary	5.90	5.81	5.73	5.81	5.94
Personnel	5.79	4.81	6.38	6.04	6.22
Communications/Public Relations	5.56	4.29	6.85	5.76	5.59
Managing Facilities and Resources	4.88	4.17	5.83	5.48	4.59
Evaluation, Testing and Research	4.38	2.97	6.04	5.76	4.11
General Administration	4.29	3.51	5.61	4.06	4.23
Leadership by Principals	4.04	2.60	4.01	3.30	6.21
Educational Programs--Special Education	3.91	3.20	4.60	5.09	3.34
Discipline	3.80	2.42	4.48	4.46	4.48
State & Federally Funded Programs	2.52	2.31	5.12	4.00	1.20
Labor Relations	2.49	1.87	2.96	3.26	2.21

APPENDIX A

DISTRICT-WIDE ADMINISTRATOR TOTAL:
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Services and Support Staff	1	4.66	3.13	1.54	7.16
Teacher Values and Expectations	2	4.75	3.36	1.39	6.58
Educational Prog.--Adult & Continuing Ed.	3	4.43	2.98	1.45	6.42
Staff Development	4	4.51	3.12	1.40	6.28
Personal Development of the Student	5	4.71	3.39	1.32	6.21
Educational Programs--Elementary	6	4.61	3.30	1.31	6.02
Educational Programs--Secondary	7	4.61	3.33	1.29	5.90
Personnel	8	4.73	3.51	1.23	5.79
Communications/Public Relations	9	4.65	3.45	1.20	5.56
Managing Facilities and Resources	10	4.60	3.54	1.07	4.88
Evaluation, Testing and Research	11	4.55	3.58	0.97	4.38
General Administration	12	4.58	3.64	0.94	4.29
Leadership by Principals	13	4.69	3.84	0.86	4.04
Educational Programs--Special Education	14	4.56	3.70	0.86	3.91
Discipline	15	4.70	3.89	0.81	3.80
State and Federally Funded Programs	16	4.54	3.98	0.56	2.52
Labor Relations	17	4.50	3.95	0.56	2.49
Average For All Functions		4.61	3.51	1.10	5.07

APPENDIX B

ELEMENTARY ADMINISTRATOR TOTALS:
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Services & Support Staff	1	4.58	2.96	1.62	7.39
Educational Programs--Secondary	2	4.71	3.48	1.24	5.81
Educational Programs--Elementary	3	4.65	3.56	1.09	5.04
Staff Development	4	4.56	3.46	1.10	4.98
Personnel	5	4.75	3.73	1.02	4.81
Teacher Values & Expectations	6	4.76	3.81	0.95	4.51
Communications/Public Relations	7	4.66	3.74	0.92	4.29
Managing Facilities & Resources	8	4.68	3.78	0.90	4.17
Personal Development of the Student	9	3.74	3.92	0.83	3.94
Educational Programs--Adult & Cont. Educ.	10	4.58	3.76	0.82	3.74
General Administration	11	4.60	3.84	0.77	3.51
Educational Programs--Special Education	12	4.62	3.93	0.70	3.20
Evaluation, Testing & Research	13	4.59	3.95	0.65	2.97
Leadership by Principals	14	4.74	4.19	0.55	2.60
Discipline	15	4.75	4.24	0.51	2.42
State & Federally Funded Programs	16	4.79	4.31	0.49	2.31
Labor Relations	17	4.55	4.14	0.42	1.87
Average For All Functions	—	4.61	3.81	0.86	3.97

APPENDIX C

JUNIOR HIGH ADMINISTRATOR TOTALS:
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Staff Development	1	4.58	2.71	1.87	8.55
Teacher Values & Expectations	2	4.83	3.13	1.71	8.23
Auxiliary Services & Support Staff	3	4.78	3.31	1.48	7.06
Educ. Programs--Adult & Continuing Educ.	4	4.48	2.91	1.57	7.03
Communications/Public Relations	5	4.76	3.32	1.44	6.85
Personal Development of the Student	6	4.76	3.39	1.38	6.57
Personnel	7	4.78	3.45	1.34	6.38
Educational Programs--Elementary	8	4.62	3.26	1.36	6.27
Evaluation, Testing & Research	9	4.58	3.26	1.32	6.04
Managing Facilities & Resources	10	4.67	3.42	1.25	5.83
Educational Programs--Secondary	11	4.72	3.51	1.22	5.73
General Administration	12	4.64	3.44	1.21	5.61
State & Federally Funded Programs	13	4.77	3.70	1.08	5.12
Educational Programs--Special Education	14	4.64	3.65	1.00	4.60
Discipline	15	4.79	3.85	.94	4.48
Leadership by Principals	16	4.77	3.93	.84	4.01
Labor Relations	17	4.66	4.02	.64	2.96
Average For All Functions	--	4.69	3.43	1.27	5.96

APPENDIX D

SENIOR HIGH ADMINISTRATOR TOTAL:
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Educ. Prog.--Adult & Continuing Educ.	1	4.64	2.99	1.66	7.68
Auxiliary Services & Support Staff	2	4.84	3.30	1.55	7.49
Educational Programs--Elementary	3	4.75	3.22	1.54	7.29
Personal Development of the Student	4	4.79	3.34	1.45	6.94
Staff Development	5	4.68	3.24	1.45	6.79
Teacher Values & Expectations	6	4.83	3.48	1.35	6.52
Personnel	7	4.85	3.60	1.25	6.04
Educational Programs--Secondary	8	4.74	3.52	1.23	5.81
Communications/Public Relations	9	4.66	3.43	1.24	5.76
Evaluation, Testing & Research	10	4.59	3.34	1.26	5.76
Managing Facilities & Resources	11	4.70	3.54	1.17	5.48
Educational Programs--Special Education	12	4.70	3.62	1.09	5.09
Discipline	13	4.73	3.79	0.95	4.46
General Administration	14	4.58	3.70	0.89	4.06
State & Federally Funded Programs	15	4.66	3.80	0.86	4.00
Leadership by Principals	16	4.77	4.08	0.70	3.30
Labor Relations	17	4.57	3.85	0.72	3.26
Average For All Functions	--	4.71	3.52	1.20	5.63

APPENDIX E

CENTRAL OFFICE ADMINISTRATOR TOTAL:
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Teacher Values & Expectations	1	4.64	2.94	1.70	7.90
Personal Development of the Student	2	4.60	2.98	1.63	7.46
Auxiliary Services & Support Staff	3	4.52	3.11	1.41	6.38
Educational Programs--Elementary	4	4.48	3.07	1.42	6.33
Educ. Prog.--Adult & Continuing Educ.	5	4.24	2.75	1.49	6.29
Personnel	6	4.66	3.32	1.34	6.22
Leadership by Principals	7	4.58	3.23	1.36	6.21
Educational Programs--Secondary	8	4.44	3.10	1.34	5.94
Communications/Public Relations	9	4.55	3.33	1.23	5.59
Staff Development	10	4.33	3.04	1.29	5.56
Managing Facilities & Resources	11	4.44	3.41	1.04	4.59
Discipline	12	4.61	3.64	0.98	4.48
General Administration	13	4.50	3.55	0.96	4.28
Evaluation, Testing & Research	14	4.50	3.59	0.92	4.11
Educational Programs--Special Education	15	4.38	3.62	0.77	3.34
Labor Relations	16	4.37	3.87	0.51	2.21
State & Federally Funded Programs	17	4.29	4.01	0.28	1.20
Average For All Functions	--	4.47	3.33	1.16	5.18

APPENDIX F

ADMINISTRATOR RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX SPRING, 1981.

Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
FUNCTION: AUXILIARY SERVICES & SUPPORT STAFF	7.39	7.06	7.49	6.38	7.16	1
Effective guidance and counseling are readily available to each student.	11.1	8.7	7.2	6.1	8.4	
Helping the student to explore career possibilities is an important part of the guidance program in the high school.	5.3	5.3	7.3	7.6	6.8	
Our school's guidance department helps students acquire an understanding of vocational trends.	5.4	7.1	8.3	5.4	6.0	
FUNCTION: TEACHER VALUES & EXPECTATIONS	4.51	8.23	6.52	7.90	6.58	2
Teachers speak and write well.	5.3	9.2	8.0	9.6	7.8	
Our teachers have a firm belief that all children can learn.	5.4	8.9	6.2	9.0	7.2	
Teachers know curriculum policies and priorities.	5.9	7.8	6.4	7.0	6.7	
Our teachers understand and respond to the student's point of view.	4.3	9.0	7.8	6.5	6.7	

APPENDIX F

Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Teachers are available to students for special help on academic or personal problems.	4.1	7.1	7.1	8.4	6.4	
Our teachers emphasize pupil participation in their class.	2.0	7.0	3.9	6.6	4.9	
FUNCTION: EDUCATIONAL PROGRAMS--ADULT & CONTINUING EDUCATION	3.74	7.03	7.68	6.29	6.42	?
Standards for adult and continuing education promotion and graduation are understood by everyone.	8.6	9.5	8.0	7.7	8.7	
Our adult and continuing education schools do a good job of teaching science.	6.7	5.9	9.3	7.8	8.2	
Our adult and continuing education schools do a good job of teaching reading, writing, and arithmetic.	4.4	8.4	7.3	8.6	7.7	
All adult and continuing education courses give students opportunities to write.	7.1	8.3	8.7	7.8	7.7	
Our adult and continuing education schools do a good job of teaching mathematics.	4.2	6.7	5.9	8.8	7.5	
Our adult and continuing education schools do a good job of teaching foreign languages.	7.7	8.7	9.0	4.7	7.4	

APPENDIX F

Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our adult and continuing education schools do a good job of teaching moral education.	0.5	8.0	7.6	8.6	7.4	
Our adult and continuing education schools do a good job of teaching English.	5.7	4.1	9.4	7.5	7.1	
The adult and continuing education staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	2.3	10.6	8.6	6.3	7.0	
Our adult and continuing education schools do a good job of teaching home economics.	3.3	9.0	12.8	3.7	6.8	
Courses in drug education in adult and continuing education are offered at the appropriate level.	6.1	8.0	8.1	6.6	6.6	
Each adult and continuing education student helps to develop his own personal educational objectives.	2.8	7.2	9.0	5.3	6.4	
Adult and continuing education teachers explain to students the objectives of their courses, such as what knowledge and skills the students are expected to acquire.	2.8	5.6	6.7	7.7	6.1	
Our adult and continuing education schools do a good job of teaching consumer education.	4.2	2.8	6.5	7.0	6.0	

APPENDIX F

Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our adult and continuing education schools do a good job of teaching social studies.	1.3	6.2	5.2	7.0	6.0	
Our adult and continuing education schools do a good job of teaching art.	3.4	8.0	9.9	5.1	5.9	
The adult and continuing education courses of instruction are revised frequently enough to keep them current.	2.8	6.9	5.2	6.1	5.6	
Promotion at the adult and continuing education level is based on scholastic achievement rather than time spent in classes.	3.0	6.6	9.0	4.8	5.6	
Our adult and continuing education program is designed so that students can assume increasing responsibility for their learning as they progress toward graduation.	3.3	7.7	7.6	5.9	[illegible].6	
The adult and continuing education schools in our district provide adequate instruction so students can achieve their own personal goals and objectives.	2.9	5.3	8.6	5.2	5.4	
Homework is regularly assigned and checked by adult and continuing education teachers.	-0.9	7.4	5.4	5.6	5.4	
Our adult and continuing education schools do a good job of teaching health education.	2.8	7.0	2.8	6.2	[illegible].3	

APPENDIX F

Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
A sufficient variety of course options are available to adult and continuing education students.	2.4	4.8	6.2	2.7	3.6	
FUNCTION: STAFF DEVELOPMENT	4.98	8.55	6.79	5.56	6.28	4
Our schools have an effective inservice training program concerning techniques for dealing with stress.	10.5	13.1	8.9	8.5	9.9	
Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	7.2	12.5	9.3	7.1	8.5	
Staff members keep informed on new knowledge in their areas of specialization (e.g., reading in their area of specialization, taking courses, etc.).	7.2	8.9	8.3	6.9	7.5	
Our schools have an effective inservice training program concerning motivating students for more effective performance.	6.1	10.5	6.2	6.1	7.3	
Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	5.2	10.1	7.7	7.8	7.3	
The inservice training improves the academic background of teachers.	5.4	9.9	7.8	6.0	6.7	

APPENDIX F

Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our schools have an effective inservice training program for improving teaching skills.	4.9	9.5	7.5	4.9	6.5	
Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	5.2	10.2	6.8	4.8	6.5	
New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.	1.0	2.0	6.8	7.1	5.8	
Our school administrators are involved in some type of continuing education.	2.7	6.3	6.2	5.4	5.0	
Opportunities are provided for teachers to gain a better understanding of individual needs through inservice seminars, study-groups, and other workshop-type activities.	4.0	8.6	5.7	3.1	5.0	
Teachers are urged to participate in staff development programs.	2.4	7.2	5.3	4.1	4.7	
Our schools have high quality inservice training programs in assertive discipline.	2.9	5.2	5.3	3.2	4.3	
Our teachers are given the opportunity to suggest the kind of inservice training they need.	5.0	4.8	3.3	1.7	4.0	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
FUNCTION: PERSONAL DEVELOPMENT OF THE STUDENT	3.94	6.57	6.94	7.46	6.21	5
Students are encouraged to be independent thinkers.	5.7	7.9	6.2	8.7	7.5	
Our schools teach students to be self-reliant.	4.4	7.1	7.5	8.0	6.7	
Our schools try to develop a desire for and an appreciation of learning in each student.	3.4	6.0	5.8	7.3	6.1	
Students are encouraged to be concerned for other people and their personal property.	2.5	6.3	6.5	7.1	5.8	
Our schools provide experiences for developing responsible citizenship.	2.8	4.9	8.7	6.5	5.7	
FUNCTION: EDUCATIONAL PROGRAMS--ELEMENTARY	5.04	6.27	7.29	6.33	6.02	6
Standards for elementary promotion are understood by everyone.	8.8	11.0	9.6	7.9	9.1	
Our elementary schools do a good job of teaching reading, writing, and arithmetic.	5.0	6.7	8.8	9.6	7.3	
Given the resources available, the public is satisfied with academic achievement in the elementary schools.	4.7	5.0	7.6	8.2	6.5	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Courses in drug education in the elementary schools are offered at the appropriate level.	6.3	6.8	8.0	5.9	6.4	
The elementary staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.9	7.9	6.4	7.0	6.3	
The student progress reporting procedure used in our school system gives parents a clear understanding of their child's progress.	4.8	6.8	9.8	4.7	6.2	
The elementary schools in our district do a good job preparing students for junior high school.	3.9	6.2	6.7	7.1	6.2	
Elementary courses of instruction are revised frequently enough to keep them current.	6.1	6.9	8.7	4.7	6.2	
A special effort is made at the elementary level to challenge more able students.	5.8	6.8	7.8	5.9	6.2	
Our elementary schools do a good job of teaching nutrition education.	5.8	4.4	7.4	5.3	6.1	
Elementary teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills the students are expected to learn.	4.8	6.5	6.4	7.0	6.1	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Promotion at the elementary level is based on achievement rather than time spent in the classroom.	4.9	6.1	9.3	6.2	6.1	
Our elementary schools do a good job of teaching moral education.	4.0	5.5	10.5	6.5	5.8	
Our elementary schools do a good job of teaching health education (which includes a component on sex education).	6.6	5.0	4.5	4.8	5.8	
Our elementary schools do a good job of teaching consumer education.	6.8	5.9	6.2	5.0	5.7	
Elementary teachers give extra help to students having difficulty with their lessons.	3.5	6.8	5.0	6.3	5.4	
Elementary children have many opportunities to write.	3.4	5.0	6.8	7.2	5.4	
Elementary homework is regularly assigned and checked.	3.0	5.6	7.2	7.9	5.3	
Our elementary schools do a good job of teaching safety education.	3.8	3.3	3.9	3.9	3.7	
FUNCTION: EDUCATIONAL PROGRAMS--SECONDARY	5.81	5.73	5.81	5.94	5.90	7

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our secondary schools do a good job of teaching reading, writing, and arithmetic.	7.3	6.9	7.7	9.5	8.2	
Secondary teachers give extra help to students having difficulty with their lessons.	10.3	5.7	6.3	9.2	8.1	
Our secondary schools do a good job of teaching moral education.	6.7	7.3	7.8	7.6	7.9	
Homework for secondary students is regularly assigned and checked.	6.0	10.8	4.5	8.7	7.9	
Our secondary schools do a good job of teaching English.	6.9	6.3	6.9	7.9	7.7	
Promotion in secondary schools is based on achievement rather than time spent in the classroom.	7.2	10.4	8.3	6.1	7.5	
Nearly all secondary courses require students to write.	4.0	5.0	7.8	8.6	7.4	
Our secondary schools do a good job of teaching foreign languages.	6.3	7.0	5.3	8.4	7.3	
Given the resources available, the public is satisfied with academic achievement in the secondary schools.	7.6	8.6	8.8	8.1	7.3	
Our secondary schools do a good job of teaching science.	7.0	6.4	6.4	6.0	6.8	

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	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
The secondary staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	5.3	6.3	6.6	6.5	6.6	
Our secondary schools do a good job of teaching social studies.	6.8	6.3	6.9	6.0	6.5	
Our secondary school extra-curricular activities (e.g., clubs, intramural sports, etc.) are designed for participation by every student who chooses to be active in them.	4.6	6.9	4.7	7.2	6.4	
Our secondary schools do a good job of teaching mathematics.	6.4	4.9	5.9	8.1	6.3	
Secondary teachers explain to their students what knowledge and skills the students are expected to learn.	7.8	7.4	4.8	6.0	6.2	
Our secondary schools do a good job of teaching health education.	7.3	4.4	5.8	5.6	6.0	
Our secondary schools do a good job of teaching home economics.	4.3	4.2	6.3	3.4	4.5	
Our secondary schools do a good job of teaching music.	5.7	5.1	2.8	3.8	4.5	
Preparation offered by secondary schools for college is adequate for those students wishing to attend.	3.9	4.0	5.4	3.8	4.4	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Courses in drug education are offered in the secondary schools at the appropriate level.	6.0	4.2	3.2	3.2	4.1	
Our secondary schools do a good job of teaching art.	4.7	3.3	5.3	3.3	4.0	
The secondary schools in our district provide adequate vocational training for students.	1.5	2.3	4.8	3.0	3.7	
Our secondary schools do a good job of teaching physical education.	4.2	2.4	5.8	1.7	3.2	
The Averill Career Opportunities Center provides needed vocational instruction for secondary students.	0.0	1.0	3.0	1.9	2.0	
FUNCTION: PERSONNEL	4.81	6.38	6.04	6.22	5.79	8
Guidance and counseling are available to teachers to help them improve their job performance.	8.2	8.3	9.3	7.2	8.5	
Individual capabilities of teachers help determine job assignments.	7.5	7.9	7.9	9.1	8.2	
Hiring practices are aimed at obtaining well prepared teachers.	5.6	9.0	5.4	6.8	6.8	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Teachers are assigned to teaching positions for which they have adequate professional preparation.	5.4	8.0	3.9	7.2	5.9	
Our schools maintain working conditions and relationships that attract and hold competent school employees.	2.4	3.9	6.7	4.9	4.8	
The primary purpose of staff evaluation is to improve job performance.	3.5	5.1	4.9	6.4	4.7	
Our school administrators encourage the professional growth and development of the district's teachers.	2.9	4.9	5.3	5.1	4.3	
Teacher dismissal is handled in a fair and professional manner.	2.5	3.4	5.5	3.4	3.4	
FUNCTION: COMMUNICATIONS/PUBLIC RELATIONS	4.29	6.85	5.76	5.59	5.56	9
Local news coverage of our schools stresses academic achievement.	10.8	11.4	11.1	7.9	10.3	
The public is aware of the problems the schools face.	7.6	10.0	9.3	8.1	9.1	
District priorities are clearly understood by staff, students, and parents.	5.7	9.4	4.8	8.5	7.5	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our schools teach parents about the uses and abuses of standardized testing.	5.1	7.6	6.6	6.6	6.7	
Parents receive enough information about the operation of the schools from the school and from the school board.	2.7	8.9	4.9	6.8	5.4	
The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.	3.4	6.4	5.4	6.2	5.3	
Our schools have a handbook for parents.	5.1	5.0	7.5	2.7	5.1	
School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.	4.2	6.4	4.4	5.2	4.8	
All staff members are kept informed on school policies, procedures, and other matters of interest.	2.9	6.3	5.3	4.2	4.8	
School administrators, teachers, and board members inform the public on school matters.	2.8	6.9	4.8	5.6	4.7	
The public expresses its concern over school-related matters to the school administrators or board members.	3.2	5.2	4.6	4.5	4.3	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Rules and regulations are communicated in a way that lead to acceptance by students and parents.	2.9	5.4	4.7	4.6	4.3	
Our school system provides the general public with accurate reports on its performance.	2.4	4.9	3.9	4.6	3.8	
Printed copies of clearly stated current policies, rules, and regulations governing the schools are available in all school buildings in the district.	2.0	2.0	4.4	2.8	2.4	
FUNCTION: MANAGING FACILITIES AND RESOURCES	4.17	5.83	5.48	4.59	4.88	10
Our school buildings are well maintained.	7.9	9.5	7.3	6.6	7.3	
Our school system provides current textbooks for student use.	6.6	7.6	7.3	7.5	7.2	
Our classrooms meet the needs of the instructional program.	4.3	7.2	6.3	6.0	5.7	
Our school system maintains an instructional materials and resource center.	5.8	6.5	5.9	4.0	5.4	
Our schools provide adequate building libraries.	2.5	4.4	5.4	4.7	4.8	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our school system provides adequate nighttime security for our school facilities.	1.5	9.0	7.0	3.7	4.8	
Our schools provide a good school lunch program.	3.8	0.0	2.6	3.4	2.6	
School facilities are available to students at times other than the regular school hours.	1.4	3.0	3.7	1.3	1.8	
FUNCTION: EVALUATION, TESTING & RESEARCH	2.97	6.04	5.76	4.11	4.38	11
Our teachers and principals in each building make good use of available test data to improve instruction, evaluate curriculum, plan lessons, evaluate programs, etc.	3.8	6.3	8.1	8.6	6.2	
Our community is encouraged to evaluate the effectiveness of its schools.	3.7	8.1	7.7	4.5	5.5	
The purposes of testing are clearly explained.	3.3	8.4	7.1	4.6	5.2	
Evaluation of student performance emphasizes individual development as well as comparing one student with other students.	1.9	8.9	5.0	6.0	4.5	
Instructional program evaluation is accomplished by systematically comparing actual accomplishments with desired outcomes.	3.8	6.9	4.6	3.3	4.2	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
There is a plan for regular testing of students, individually and collectively, especially in the basic subjects.	2.4	2.4	4.8	2.2	2.8	
Our district seeks useful test result comparisons with other districts.	2.7	1.3	3.4	0.9	2.2	
FUNCTION: GENERAL ADMINISTRATION	3.51	5.61	4.06	4.28	4.29	12
Our school district closes buildings when enrollments and financial situations dictate.	5.7	10.1	5.6	8.0	7.4	
Our superintendent uses suggestions from his administrative staff, teachers, and community-at-large to assist him in planning and decision making.	3.4	5.2	4.6	7.5	5.7	
Our budget allows for allocation of resources to achieve high priority objectives.	4.6	4.9	5.7	5.9	5.4	
Our school district rebuilds old buildings when physical conditions of the building dictate.	3.9	12.5	4.6	3.1	5.4	
The goals of our school system are clearly stated and organized to show order of importance and priorities.	3.5	6.3	5.6	5.2	5.3	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Equal educational opportunity is given to every student.	5.4	8.0	2.4	3.9	4.9	
Our schools provide informal parent meetings concerning the development of the child.	4.3	5.3	4.1	4.8	4.5	
The school budget is presented and interpreted to the community.	3.5	4.8	2.4	5.8	4.4	
Administrators listen to complaints carefully, investigate the facts objectively, and seek to use them constructively.	2.9	4.9	3.9	6.1	4.3	
A portion of the annual operating budget is allocated for research and development.	5.0	5.6	2.0	3.2	4.2	
In times of economic hardship, the Board of Education cuts less essential services.	2.3	7.2	5.8	5.6	4.2	
Parents and other citizens are encouraged to exercise their legitimate share of authority over school policies, priorities, and curriculum.	2.6	4.6	4.1	4.2	3.9	
Our school system cooperates with various civic and service organizations in seeking solutions to problems of mutual concern.	2.9	2.9	3.8	3.9	3.7	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our school district works toward change in taxation for the funding of education.	4.1	4.1	3.8	2.5	3.6	
Our school district follows accepted principles of business efficiency and economy in purchasing equipment and school supplies.	2.8	4.9	5.3	2.9	3.4	
Our school budget is prepared on the basis of clearly identified priorities.	2.0	5.8	3.8	3.3	3.4	
Our school board is a responsible governing body.	1.5	3.0	2.4	4.4	2.9	
The building principals participated in developing the school budget.	3.3	4.3	5.7	0.5	2.8	
Our school system uses new developments in educational management (e.g., ZBB, 13-step planning and review model).	1.0	2.4	3.3	1.4	1.9	
FUNCTION: LEADERSHIP BY PRINCIPALS	2.60	4.01	3.30	2.21	4.04	13
The principal's use of time reflects appropriate emphasis on instructional leadership and supervision.	5.5	6.4	4.3	8.2	6.2	
The school's approach to learning is clearly stated and teachers are aware of the curriculum.	5.4	5.7	5.3	7.3	5.8	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
The principal is well versed in teaching and learning theory.	2.5	2.4	3.0	8.1	4.4	
Students are encouraged to make suggestions regarding school rules and regulations.	3.4	5.7	3.1	4.6	4.3	
Faculty meetings are purposeful.	1.4	5.8	2.9	5.9	3.8	
The principal enforces rules and decisions fairly for everyone affected.	1.0	2.0	3.9	5.8	3.4	
The principal is sensitive to needs and problems of the staff.	1.5	2.9	3.5	5.1	3.4	
There is effective two-way communication with the principal.	1.9	2.8	2.5	6.4	3.3	
The principal seeks ideas and suggestions from the rest of the staff.	1.9	3.9	2.9	5.5	3.3	
The principal holds high expectations of achievement for students.	2.0	2.0	2.4	5.6	2.9	
FUNCTION: EDUCATIONAL PROGRAMS-- SPECIAL EDUCATION	3.20	4.60	5.09	3.34	3.91	14
Our schools do a good job of teaching consumer education to special education students.	6.0	7.6	4.9	5.8	6.0	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Our schools do a good job of teaching nutrition education to special education students.	5.1	7.0	6.3	5.6	5.9	
Effective school psychologists are readily available to meet the needs of special students.	6.6	8.7	7.2	4.1	5.8	
Effective social workers are readily available to meet the needs of special students.	6.6	5.3	5.1	3.7	5.4	
Courses for special education students in sex education are offered at the appropriate level.	5.7	2.7	6.0	5.2	5.2	
Our special education programs do a good job of teaching reading, writing, and arithmetic.	3.3	3.8	7.3	5.9	5.2	
Our schools have an effective program for early identification of learning disabilities.	4.3	4.9	6.7	4.6	5.1	
Our school system's special education extra-curricular activities are designed for participation by every student who chooses to be active in them.	3.7	4.9	4.0	4.0	4.6	
Our schools do a good job of teaching safety education to special education students.	3.8	7.5	4.8	4.1	4.2	
Our schools do a good job of teaching health education to special education students.	3.8	6.2	4.8	4.1	4.2	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
The special education student progress reporting procedure used in our school system gives the parent a clear understanding of his child's progress.	2.0	5.4	6.3	2.8	3.8	
Special education teachers give extra help to students having difficulty with their lessons.	1.4	6.5	5.6	3.7	3.8	
The special education staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	2.9	3.7	6.9	3.7	3.8	
Our schools do a good job of teaching moral education to special education students.	2.2	5.0	6.2	2.9	3.6	
There are periodic checks to assess special education students' mastery of basic skills and knowledge.	1.5	2.5	6.0	1.9	2.9	
Each special education student and/or parent helps to develop the student's personal educational objectives.	0.9	4.0	4.4	1.3	2.7	
The Millet Special Education Center provides needed special education services.	0.5	2.0	3.0	0.0	1.0	
Our school district has a special instructional program for students with physical and mental handicaps (blind, deaf, crippled, etc.).	0.5	2.5	0.0	-0.9	0.5	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Mainstreaming special education students in the regular educational programs is practiced in our school district.	0.5	-1.2	1.3	1.6	0.5	
FUNCTION: DISCIPLINE	2.42	4.48	4.46	4.48	3.80	15
Our schools have good discipline.	4.4	6.4	6.4	7.7	6.4	
Teachers motivate students by using rewards rather than the fear of punishment.	4.7	7.2	8.2	6.9	6.0	
Reprimands are delivered quietly, without disrupting class.	3.3	9.0	6.2	5.5	5.7	
Discipline policies are widely understood and accepted.	3.9	6.5	4.8	4.8	4.8	
Our school's assertive discipline program provides an effective means to handle discipline problems.	2.0	4.2	3.8	2.8	3.3	
The school keeps useful records of delinquency, truancy, disruption, vandalism, tardiness, and other kinds of anti-school behavior.	1.9	3.4	4.1	3.4	2.7	
Administrators support teachers in student discipline matters.	0.5	1.0	1.9	5.5	2.3	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
Parents are notified of discipline problems with their children.	1.0	1.5	2.5	2.9	2.0	
The school has published a policy statement regarding conduct and discipline for staff and students.	0.0	1.5	2.9	1.5	1.5	
FUNCTION: STATE & FEDERALLY FUNDED PROGRAMS	2.31	5.12	4.00	1.20	2.52	16
The special educational needs of minority students (bilingual, migrant, American Indian) are met by our schools.	3.9	5.2	6.3	1.3	3.6	
Our administrators strive to obtain outside funding for programs to meet the greatest needs of the school system.	1.0	4.9	1.9	1.4	1.9	
FUNCTION: LABOR RELATIONS	1.87	2.96	3.26	2.21	2.49	17
Our schools have an equitable salary schedule for all employee classifications.	2.4	2.0	3.8	3.2	3.3	
Our school district handles strike situations in a responsible manner.	2.3	4.4	3.5	3.3	2.9	
Our school system keeps the public informed about labor relations issues affecting the schools.	1.7	3.7	3.1	2.3	2.4	

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Questions by Function	AVERAGE PRIORITY NEED INDEX					Function Rank for Administrators System Total
	Elem Administrators	Jr Hi Administrators	Sr Hi Administrators	Central Office Administrators	Administrators System Total	
The fringe benefits for all employees are reasonable (insurance, retirement, sick leave, etc.).	1.0	1.5	2.9	0.5	1.0	